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AUTHOR Harrell, Brenda McCane
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ABSTRACT

A study was conducted to identify teaching strategies that may be used by nursing faculty in teaching middle-aged and older nursing students. Four first- and second-year instructors of the Long Beach City College (California) Associate Degree Nursing Program were chosen as the panel of experts to participate in the investigation. A thorough review of the literature was conducted to obtain teaching strategies for use with middle-aged and older students. Each step in the process of identifying the teaching strategies was presented to the panel of experts, who were asked to review the materials. The materials were then revised in accordance with the panel's recommendations. The revised materials were then presented to the expert panel for their approval, and the process was continued until the materials were approved as presented. The teaching strategies included the following: lecture, discussion, inquiry, role playing, group process, and outside activity. Teaching strategies were matched with each of the modules in the nursing program. Recommendations were made that the teaching strategies be used in the spring of 1988 and that provisions be made for validating the use of the teaching strategies after they have been in effect for 1 year. (The document includes 22 references and guidelines for selecting teaching strategies.) (Author/KC)

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IDENTIFICATION OF TEACHING STRATEGIES FOR THE MIDDLE AGED AND OLDER ADULT NURSING STUDENT AT LONG BEACH CITY COLLEGE

Societal Factors Affecting Education

by

Brenda McCane Harrell, R.N., M.S.N.

Long Beach City College

Dr. John R. West, Cluster Coordinator

Santa Ana Cluster

A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

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ABSTRACT

IDENTIFICATION OF TEACHING STRATEGIES FOR THE MIDDLE AGED AND OLDER ADULT NURSING STUDENT AT LONG BEACH CITY COLLEGE

Brenda McCane Harrell, R.N., M.S.N.

The purpose of this investigation was to identify teaching strategies that may be used by the nursing faculty in teaching middle aged and the older adult nursing student. Four first and second-year instructors of the Long Beach City College Associate Degree Nursing Program were chosen as the panel of experts to participate in the investigation. A thorough review of the literature was conducted to obtain teaching strategies to be used when teaching middle aged and the older adult student. The teaching strategies that were identified included the following: lecture, discussion, inquiry, group processes, role-playing, and activity outside the classroom. Each step in the process of identifying the teaching strategies was presented to the panel of experts who were asked to review the materials. The materials were then revised in accordance with the panel's recommendations. The revised materials were then presented to the expert panel for their approval. The process was continued until the materials were approved as presented.

The list of identified teaching strategies was based on the review of the literature and input from the panel of experts. The teaching strategies identified included the following: lecture, discussion, inquiry, role-playing, group process, and outside activity. Teaching strategies were identified for each of the modules in the nursing program.

Recommendations included that the teaching strategies be utilized in the spring of 1988; that provisions be made for validating the use of the teaching strategies after they have been in effect for one year.

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Chapter 1

INTRODUCTION

Underlying Problem

The age of the students enrolled at Long Beach City College Associate Degree Nursing Program has gradually increased over the past years. According to the student profile information sheets, the student population now includes more middle aged and older adult students. Because of this age group, the faculty has expressed concern about the need for new teaching strategies in order to help the older student be successful in the nursing program.

The students enrolled in the Long Beach City College Associate Degree Nursing Program that fall into the categories of middle aged and older adult have been noted to have more learning needs than other students. It is because of the noted deficiencies that many faculty members of the Long Beach City College Associate Degree Nursing Program expressed concern for meeting the needs of the older student and, therefore, tried to develop teaching strategies to help the older student to be successful in meeting their learning needs.

Purpose of the Study

The purpose of this developmental study was to identify teaching strategies that may be used in teaching middle aged and older adult students. A teaching strategy may be defined as a method for helping students achieve their intellectual goals.

Chapter 2

BACKGROUND AND SIGNIFICANCE

Background

Over the years, some teachers have realized that it is not possible to successfully teach adults with the same methods and objectives as have been developed for children. Studies of adult learners have indicated that adults are voluntary learners and are unwilling to to submit to the compulsory attendance which children accept, and their educational wants may be quite individual.

The faculty members of Long Beach City College Associate Degree Nursing Program have expressed concern that the age of the students that are being admitted into the nursing program is constantly changing and that there is a need to meet the unique learning needs of these middle aged and older adult students. This study was conducted to devise teaching strategies for the purpose of helping these middle aged and older adult students to be successful in the nursing program.

Significance to the Institution

Long Beach City College is a two year community college that has an open door policy for admission. The age of students that are enrolled reflects the trend of the middle aged and older adult returning to school.

In order for Long Beach City College to continue to meet the needs of the community, it is the concern of the faculty that the middle aged and older adult stundent's learning needs be met. This study was undertaken to identify teaching strategies that the faculty can utilize in helping the middle aged and older adult nursing student be successful in the nursing program.

Relationship to the Seminar

This practicum was appropriate to the Societal Factors Affecting Education Seminar in that it focused on the influence and impact that age, as a societal factor, can have on the style and nature of education. The mere presence of large numbers of older adults has great significance for adult education.

Review of the Literature

The review of literature focused on the following areas: the adult learner, aging and education, teaching middle age and older adults, and adult education methodology.

The physical changes occurring throughout adulthood result in cumulative effects by later life that have implications for the design and conduct of instruction for older people. They result in slowed reactions, need for greater visual and auditory stimulation, and reduced levels of energy and physical stamina (Peterson, 1983: 106).

In middle age, decline does occur, and it is difficult to reverse the process. The potential for retarding the process exists, but it is more difficult to reverse the declines once they occur.

Later maturity is a stage at which the physical changes appear to accelerate. The declines become more noticeable and begin to affect adults' behaviors and expectations (Peterson, 1983: 115).

The ability to function does change with age. The aging process has an effect on our visual acuity, our hearing ability, and our reaction time. All of these functions are related to the teaching-learning process (Apps, 1981).

Instructors should recognize the possible visual problems some adults experience, therefore, provide large, clearly produced visual material, make certain light conditions are proper in the classroom, and combine audio and visual formats when presenting material (Apps, 1981: 85).

In addition to a decline in the ability to hear sounds, one also hears more slowly with age. Measures that may be taken by the instructor to assure a useful learning experience include: talking slowly and deliberately with sufficient volume that everyone can hear comfortably, provide sound amplification if room is large, and face the group so clues from nonverbal expressions may be picked up (Apps, 1981: 86).

Due to a decline in reaction time, a major consideraton for the instructor is to avoid situations for adults that are timed or high pressure. Research evidence suggests the adult student will be frustrated in tightly timed situations and will often perform poorly. Given enough time to perform the task, whatever it is, the older student will often perform at a higher level of accuracy than will the younger student.

Intelligence is also a concern when the learning ability of the older adult is considered. These students can learn most things as well as younger, more

traditional students (Apps, 1981). Becuase of their vast experience, they may be able to learn some things better.

All learning, in one way or another, and to a greater or lesser extent, involves memory. Research suggests some differences between that which is stored for immediate and short-term memory and that stored for intermediate and long-term memory (Apps, 1981: 91). In general, as adults grow older, the ability to recall or remember information declines somewhat.

Knox (1977) suggests several approaches educators can follow to help adults overcome problems with inadequate memory. His suggestions include: (1) Present new information with aids that will help the learner organize it, (2) Pace each learning situation so that the learner is allowed time to master the material, (3) If the learning situation includes a series of sessions, include a review of previous important material at the beginning of each new session, (4) Combine visual with verbal means in expressing ideas, (5) Provide opportunities for practice and application of material, (6) Provide some type of feedback to learners so they have some sense of whether or not their understanding of something is essentially correct.

The instructor working with traditional-age

college students of approximately eighteen to twenty-two years finds many similarities among them. The instructor who faces a group of returning students may note an age range from twenty-five to the fifties and beyond. Such a group is far more diverse than it is similar.

A distinctive theory of adult learning has developed which has led to a new technology for the education of adults. This new technology is called "andragogy" meaning the art and science of helping adults learn. Often times in a broader contex, the term "pedagogy" is used to mean the art and science of teaching, regardless of the age of the learner.

Malcolm Knowles (1970) describes andragogy as being based upon four critical assumptions about the characteristics of adult learners. These assumptions are: (1) As a person matures, his self concept changes from being a dependent personality to being a self-directing human being; (2) As a person matures, he accumulates a growing resevoir of experience that becomes an increasingly useful resource for learning; (3) As a person matures, his readiness to learn becomes oriented increasingly to the developmental tasks of his special roles; and (4) As a person matures, his time perspective changes from one of postponed application of knowledge to one of immediacy of application.

Developed and refined by Malcolm Knowles (1970), andragogy emphasizes the relationship between the teacher and the learner and encourages facilitation of a cooperative planning, instructional, and evaluation climate that is most supportive, most conductive to learning, and best received by adults.

Most instruction of older people has apparently assumed that older students are basically unitary in interests, capacities, skills, and preferences. The literature has made scant reference to variations among older learners, and conceptual categories of older learners have not been suggested.

The important interaction in any teaching of adults occurs when the teacher and the student come together. This interaction is based on the assumptions that adults can learn, motivation for learning comes from the adult, and there are superior conditions of learning that are conductive to growth and development in the adult (Knowles, 1970).

Knowles (1960) reported the conditions that facilitate adult learning as (1) understanding and accepting objectives and procedures, (2) making ideas available, (3) focusing ideas and experiences, (4) integration of ideas with the learner's past experience, and (5) a facilitating "climate" for learning.

Okun (1982) pointed out that instructional modes utilized by the older learner range from the traditional mode, where the instructor or facilitator maintains control in the teaching situation, through the self-directed mode, in which the learner maintains control. The traditional instructor or facilitator mode includes lecture, television, videotaped lectures and discussions, slide or tape presentations, and motion pictures.

Instructional modes that place more responsibility upon the learner such as personalized systems of instruction, programmed-instruction modules, and computer-assisted instruction have met with mixed success within the younger population and have not been used to any great extent with the older population (Okun, 1982).

According to Tough (1971), the average adult spends 816 hours a year in self-directed learning. Hiemstra (1976) found that an average of 325 or 3.3 learning projects were engaged in by people fifty-five years of age and older. Suffice it to say that self-directed learning is an important mode to consider when addressing learning activities among the older population (Okun, 1982).

Researchers in adult education (Tough, 1979; Penland, 1979) have pointed out that large percentages

of adults in our society pursue self-directed learning projects. Fewer, but substantial numbers of adults, select classroom learning experiences at postsecondary institutions to meet their learning needs.

Schuttengerg and Tracy (1986) found in their study of adult learners' preferences, that many adult learners do not hold self-directed preferences.

Okun (1982) reasoned that there is no best instructional method to be used with all older learners in all settings. Older learners generally prefer to learn in groups of their own age peers rather than in intergenerational settings. The methods of instruction will determine the receptivity of older people to education and the effectiveness of the learning.

Lovell (1980) describes each individual as being unique and that his learning will be most effective when his personal strengths and weaknesses are acknowledged and taken into account. There is considerable variation between individuals in their approach, performance and commitment to learning.

According to Lenz (1982) adults respond positively to learning when: (1) the information has some personal meaning for them, (2) they can relate what they are studying for their learning needs, (3) they are exploring new information and experience, (4) they can consolidate what they have learned before going on

to new information or skills, (5) they receive feedback during learning, thus avoiding the problem of unlearning, (6) they are active participants in the learning process, and (7) they can learn in an unpressured, noncompetitive environment.

The review of the literature has revealed that the age of the student population has changed over the past years. Due to the increase in age of the students, the educator has had to take note in the differences of the older adult learner and the young learner. The review of the literature identified some definite characteristics of the adult learner that must be taken into consideration when learning situations are being provided for the middle aged and older adult student.

Chapter 3

PROCEDURES

This investigation was undertaken to identify teaching strategies that may be used in teaching middle aged and older adult students. The following section will describe the procedures utilized in order to carry this investigation out.

Four faculty members who taught in the Long Beach City College Associate Degree Nursing Program were selected to assist with the identification of the teaching strategies. The following criteria were used in selecting the panel of experts: (1) each instructor taught on a full-time basis in the program, (2) each instructor had taught in the program for two years or more, and (3) each instructor was responsible for lecture content.

The instructors who comprise the panel of experts have all had the experience of teaching in the first and second years of the nursing program.

A review of the literature in the areas of the adult learner, aging and education, teaching middle aged and older adults, and adult education methodology was made to ascertain teaching strategies that were recommended for teaching middle aged and older adult

learners. The teaching strategies and guidelines for matching teaching strategies to desired behavioral outcomes, found in the review of the literature, were listed on a handout and were given to each member of the panel of experts to review and provide any input. (See Appendix A).

The panel members were asked to review the course objectives for each of the courses taught in the first and second-year of the nursing program. The purpose of reviewing the course objectives along with the identified teaching strategies was to determine the strategies that were most effective in helping the middle aged and older adult student achieve their learning needs.

Each panel member independently reviewed the course objectives and the teaching strategies, identified by the researcher. The panel of experts and the researcher met weekly for one month for the purpose of discussing the application of the teaching strategies.

Upon completion of the review of the teaching strategies, the researcher met with the members of the panel to discuss the proposed teaching strategies.

The panel of experts reviewed the process by which teaching strategies are selected and made recommendations to add and delete, according to the

guidelines found in the review of the literature, from the teaching strategies proposed for each module.

The revised teaching strategies were again submitted to the panel of experts for review and input. The revised teaching strategies were accepted in total by the panel. A final draft of the accepted strategies was prepared and submitted to the panel of experts with the recommendation that it be adopted by the faculty for implementation. (See Appendix C).

Definition of Terms

The following terms were used in this practicum:

Teaching Strategy: A method for helping students achieve their intellectual goals.

Middle Age: The stage of life between the ages of 30 years to 60 years of age.

Older Adult: The stage of life between the ages of 60 years and above.

Long Beach City College: A California community college that offers open access to low cost, comprehensive, instructional programs in higher education that are responsive to the diverse needs of the community.

Lecture: A planned talk on a particular subject for the purpose of instruction.

Inquiry: Asking for more information to facilitate problem solving in an instructional environment.

Group Processes: Two or more persons interacting for the purpose of achieving the same goals.

Discussion: A purposeful going over of things for and against. Individuals stating their positions on a given topic.

Role-playing: A method of instruction in which students act out real life situations for the purpose of discussion.

Outside Activity: A method of instruction designed to allow students to meet specific objectives outside the classroom setting.

Chapter 4

FINDINGS

The review of literature indicated that in recent years, some college instructors have begun to develop a more analytical and systematic approach to teaching (Davis, 1976: 15). Some have utilized programmed instruction and computer-assisted instruction; others have developed self-paced courses.

Lecturing has been and remains one of the chief strategies of the college instructor. Lecturing is neither inherently good nor bad (Davis, 1976: 39). In the lecture or talk technique, the process is the same; the learners are relatively passive participants, required only to listen while one or more people are actively trying to produce educational change by talking to or at them (Stephens and Roderick, 1971: 53).

Sorcinelli and Sorcinelli (1987) state there are real problems, however, with reliance on lectures to increase student learning. Their work recommended steps for designing lecture classes that would encourage students to learn.

Knowles (1970) offers two simple guidelines for selecting the most effective technique for a given

purpose; (1) match the technique to the objective, and (2) given a choice between two techniques, choose the one involving the students in the most active participation.

According to Knowles (1970), knowledge as a behavioral outcome is best achieved through lecture. The panel of experts recommended lecture as a teaching strategy for all the courses taught in the nursing program because each course has behavioral objectives that requires the student to increase their knowledge base.

Discussion is another educational method used in the teaching of older students. Its importance lies in the way in which it impels class members to participate instead of being passive listeners (Stephens and Roderick, 1971). In a discussion people react more fully to the subject material confronting them because they have to think and formulate views about it, then state those views and then listen to the views of others.

Knowles (1970) associates discussion with the behavioral outcomes of knowledge, understanding, attitudes, values, and interests. The kind of discussion would be determined by the purpose of the discusssion to be held.

The use of inquiry as a teaching strategy is

instrumental in helping students to think. It is slow and is often resisted because it involves such hard work, and is not the best way to convey information (Davis, 1976).

Davis (1976) further defines inquiry as the ability to ask questions, problem solve through asking questions, and developing one's curiosity.

Teaching and learning activities aimed at seeing cause and effect, perceiving relationships, evaluating evidence together with guided practice in drawing inferences from data should make contributions toward the development of a inquiring mind (Smith, 1982).

James Davis (1976) discussed the utilization of group processes as another teaching strategy. One argument for employing group methods as a teaching strategy is that today's graduates cannot function in our society without knowing something about group behavior.

Davis (1976 : 93) stated that groups are designed for examining or cultivating group processes in themselves rather than for teaching something specific about a subject.

According to Knowles (1970), group processes are appropriate teaching techniques for the behavioral outcomes of skills, attitudes, and values.

Role-playing is a comparative newcomer to the

battery of techniques now available to the adult educator. Stephens and Roderick (1971) defines role playing as 'a spontaneous portrayal (acting out) of a situation, condition or circumstance by selected members of a learning group'.

Role playing can take various forms, from a simple improvisation to a complex simulation game or highly developed sociodrama (Lenz, 1982). It can take place with a group of any size, and the time required is anything from a few minutes to an entire class session.

According to Knowles (1970), role playing is an appropriate technique for the behavioral outcomes for attitudes and values.

Student activity outside the classroom has been found to be an important teaching strategy for the adult student. The most common forms of outside activity are individual work, small groups and project work, class projects, exhibitions, surveys and histories, and class visits (Stephens and Roderick, 1971: 103).

Conti and Welborn (1986) found that teaching style makes a significant difference in student achievement. Mickler and Zippert (1987) found that when students were grouped for teaching strategies to match their learning styles, they had increased achievement gains more so than students taught with the lecture method.

Schuttenberg and Tracy (1987) advocated that adult educators should adopt their teaching strategies to the levels of the learner's development.

Based on the review of the literature, a tentative list of teaching strategies for the Basic Human Needs module were prepared and presented to the panel of experts. The members of the panel accepted the list of teaching strategies as they were presented for the Basic Human Needs module. The teaching strategies devised for the Basic Human Needs module included lecture, discussion, inquiry, and group process. Table 1 shows the teaching strategies devised for the Basic Human Needs module. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Basic Human Needs module.

Table 1

Teaching Strategies For The Basic Human Needs Module

Module	Teaching Strategies
Basic Human Needs	Lecture, discussion Inquiry, Group process

Based of the review of the literature a tentavie list of teaching strategies for the Homeostasis module was prepared and presented to the panel of experts for

their input and approval. It was the general consenus of the panel that the teaching strategy, inquiry, be added to the list of presented strategies.

After the suggested change was made, the members of the panel of expert accepted the list of teaching strategies for the Homeostasis module. The teaching strategies devised for the Homeostasis module included lecture, discussion, group process, and inquiry. Table 2 shows the teaching strategies devised for the Homeostasis module. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Homeostasis module.

Table 2

Teaching Strategies For The Homeostasis Module

Module	Teaching Strategies
Homeostasis	Lecture, Discussion, Inquiry, Group process

Based on the review of the literature a tentative list of teaching strategies for the Major Health Problems module was prepared and presented to the panel of experts for their input and approval. The members of the panel accepted the list of teaching strategies as they were presented for the Major Health

Problems module. The teaching strategies identified for the Major Health Problems module included lecture and discussion. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Major Health Problems module.

Based of review of the literature a tentative list of teaching strategies for the Developmental Levels module was prepared and presented to the panel of experts. The members of the panel accepted the list of teaching strategies as they were presented for the Developmental Levels module. The teaching strategies devised for the Developmental Levels module included lecture, discussion, role-playing, and inquiry. Table 3 shows the teaching strategies devised for the Developmental Levels module. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Developmental Levels module.

Table 3

Teaching Strategies For The Developmental Levels Module

Module	Teaching Strategies
Developmental Levels	Lecture, Discussion Role-playing, inquiry

Based on the review of the literature a tentative list of teaching strategies for the Transition module was prepared and presented to the panel of experts for their input and approval. The panel elected to delet outside activity from the list of teaching strategies.

After the suggested change was made, the members of the panel of experts accepted the list of teaching strategies for the Transition module. The teaching strategies that were devised for the Transition module included lecture and discussion. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Transition module.

According to the review of the literature a tentative list of teaching strategies for the Psychiatric Nursing module was prepared and presented to the panel of experts for their input and approval. The panel of experts accepted the list of teaching strategies as presented for the Psychiatric Nursing module. The teaching strategies that were devised for the Psychiatric Nursing module included lecture, discussion, outside activity, and role-playing. Table 4 shows the teaching strategies devised for the Psychiatric Nursing module. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Psychiatric Nursing module.

Table 4

Teaching Strategies For The Psychiatric Nursing Module

Module	Teaching Strategies
Psychiatric Nursing	Lecture, Discussion Out-side activity Role-playing

Based on the review of the literature a tentative list of teaching strategies for the Regulatory module was prepared and presented to the panel of experts for their input and approval. The panel of experts accepted the list of teaching strategies as they were presented for the Regulatory module. The teaching strategies devised for the Regulatory module included lecture and discussion. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Regulatory module.

Based on the review of the literature a tentative list of teaching strategies for the Advanced Clinical Concepts module was prepared and presented to the panel of experts for their input and approval. Several members of the panel suggested that inquiry be added to the list of teaching strategies. In that the student is expected to become an independent practitioner, it was general consensus that inquiry be added to the list.

After the suggested change was made, the panel of experts accepted the list of teaching strategies as presented for the Advanced Clinical Concepts module. The teaching strategies devised for the Advanced Clinical Concepts module included lecture and discussion. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Advanced Clinical Concepts module.

According to the literature review a tentative list of teaching strategies for the Pediatrics module was prepared and presented to the panel of experts for their input and approval. The panel elected to accept the list of teaching strategies as submitted. The teaching strategies devised for the Pediatrics module included lecture, discussion, and out-side activity. See Table 5 for teaching strategies for the Pediatrics module. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives of the Pediatrics module.

Table 5

Teaching Strategies For The Pediatrics Module

Module	Teaching Strategies
Pediatrics	Lecture, Discussion Out-side activity

Based on the review of the literature a tentative list of teaching strategies for the Synthesis module was prepared and presented to the panel of experts for their input and approval. The panel elected to accept the list of teaching strategies as submitted for the Synthesis module. The teaching strategies devised for the Synthesis module included discussion, role-playing, and outside activity. Table 6 shows teaching strategies for the Synthesis module. See Appendix B for examples of the teaching strategies as they relate to specific behavioral objectives for the Synthesis module.

Table 6

Teaching Strategies For The Synthesis Module

Module	Teaching Strategies
Synthesis	Discussion, Role-playing, Out-side activity

A list of teaching strategies for all the modules at Long Beach City College can be found in Appendix C.

Chapter 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

This investigation was conducted to identify teaching strategies that may be used in teaching middle aged and older adult students. The review of literature identified teaching strategies that are useful for the middle aged and older adult student as the following: (1) lecturing, the chief strategy, (2) discussion, (3) the use of inquiry, (4) role-playing, (4) activities outside the classroom, and (5) group processes.

The educator who works with the middle aged and older adult student must recognize that there are some physical changes that occur in the aging process that must be taken into consideration at all times. There is definitely a difference in the young learner versus the older learner.

The review of the literature pointed out that the young learner will have much in common with each other. Much of this is attributed to the fact they were all born pretty much in the same span of time, therefore,

many of their life experiences will be similar. Usually special considerations are not needed.

On the other hand, the middle aged and the older adult will have varied life experiences, goals, and expectations out of life. Again, this is an area of consideration for the educator when teaching the middle aged and older adult student.

The panel of experts feedback toward the identified teaching strategies was positive in that the strategies helped them to realized that more options were needed in helping the middle aged and older adult student meet their learning needs and be successful in the nursing program.

Knowles (1970) offered two guidelines for selecting the most effective technique for a given purpose; (1) match the technique to the objective, and (2) when given a choice between two techniques, choose the one involving the students in the most active participation.

In reviewing many of the behavioral objectives that have been written for the various moules, knowledge is one of the more common behavioral outcomes that is expected. An example of this type of behavior objective is: Identify the significance of the various tests in a hepatitis screen. Knowles (1970) points out that knowledge as a behavioral outcome is best achieved

through lecture. Lecture seem to have been one of the most suggested teaching strategies to be utilized for this investigation.

Another teaching strategy, inquiry, was identified as being helpful to students. Robert Smith (1982) states that teaching and learning activities aimed at cause and effect, perceiving relationships, evaluating evidence together with guided practice in drawing inferences from data should aid in the development of an inquiring mind. It was interesting to note that the panel of experts and I did not readily think that we were utilizing this teaching strategy.

The teaching strategy, discussion, was another one that was identified as being very useful. Discussion is recommended when the behavioral outcome is understanding. The following behavioral objective can be achieved through the use of discussion: Discuss and tie together the stages of labor, the mechanism of labor and nursing care.

According to the list of teaching strategies that was identified for this investigation, a variety of strategies are available for the educator to use, or just experiment with in the classroom. Even though several strategies may have been identified for each module, it is not an absolute must that they all be implemented. As Davis (1976) pointed out, a teacher

might decide which strategy is best based upon educational and personal preference, the needs of the students, the goals of the course or lesson, being a master of one strategy, or drawing eclectically from all four of the ways.

Some of the teaching strategies that were identified have not been utilized very much in teaching our classes in the past. It is exciting for me to now be able to try something different in the classroom.

The review of literature pointed out that the middle aged and older adult student can be just as successful as the young learner when given enough time and the opportunity to be successful.

Implications

This investigation has implications for the nursing faculty at Long Beach City College in that they have expressed concern for helping the middle aged and older student be successful in completing the nursing program. The results of this investigation has provided the teacher with other teaching strategies to utilize with the middle aged and older adult student.

Recommendations

The following recommendations are made based upon the findings of this investigation:

1. The identified teaching strategies be utilized in all modules for the spring semester of 1988.

2. Provisions for validating this investigation be made after it has been in effect for one year. This was a developmental investigation and its validity has not been tested.

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APPENDIX A

GUIDELINES FOR SELECTING TEACHING STRATEGIES

MATCHING STRATEGIES TO DESIRED OUTCOMES

Type of Desired Outcome	Most Appropriate Strategy
Knowledge (Generalizations about experience; internalization of information)	Lecture, television, debate, interview, dialog, reading.
Understanding (Application of information and generalizations)	Audience participation, case discussion, problem solving discussion, games.
Skills (Incorporation of new ways of performing through practice)	Role-playing, games, skill practice exercises, action mazes, drill.
Attitudes (Adoption of new feelings through experiencing greater success with them than with old)	Experience-sharing discussion, role playing, games, group-centered discussion.
Values (The adoption and priority arrangement of beliefs)	Television, lecture (sermon), debate, role playing, T-group, games, experience-sharing discussion.
Interests (Satisfying exposure to new activities)	Television, exhibits, experience-sharing discussion, trips, nonverbal exercises.

(Adapted from Malcom S. Knowles (1970) and Robert M. Smith (1982).

APPENDIX B

EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

BASIC HUMAN NEEDS
HOMEOSTASIS
MAJOR HEALTH PROBLEMS
DEVELOPMENTAL LEVELS
PSYCHIATRIC NURSING
TRANSITION
REGULATORY
ADVANCED CLINICAL CONCEPTS
PEDIATRIC NURSING
SYNTHESIS

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

BASIC HUMAN NEEDS
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

This course is designed to develop the knowledges, skills and attitudes basic to the nursing care of the hospitalized patient. This introductory course includes Basic Human Needs and the techniques of Surgical Asepsis. These are fundamental concepts upon which subsequent courses will be built.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Knowledge) Define Intake and Output (I&O) and 3 characteristics of normal urine.	Lecture
(Understanding) Discuss 4 common urinary elimination problems.	Discussion
(Attitudes/Values) Share your personal views on cultural diversity.	Group Processes

Long Beach Community College Disrtict
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Homeostasis
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

This course is designed to develop the knowledge, skills, and attitudes basic to an introductory medical-surgical nursing practice. Long Beach City College Nursing Department's conceptual framework (Biological Systems, Developmental Levels, and Stress) is introduced and implemented. Theory is related to homeostasis, stress, immobility and oxygen deprivation. Emphasis is on the nursing process as it is applied to an immobilized and oxygen deprived patient. The nursing process includes assessment according to the biological systems and the beginning use of Nursing Diagnoses. Clinical experience in the course includes the skill of oral medication administration, multiple patient assignments and problem oriented charting related to the care of the hospitalized adult.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Knowledge) Identify the various sections of the Homeostasis Care Plan.	Lecture
(Understanding) Evaluate Mr. Howard's care for today.	Discussion
(Skills) Practice application and removal of elastic stockings under supervision	Group Processes

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Major Health Problems
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

This course is designed to develop increased knowledge, skills, and attitudes required to meet the common needs of hospitalized patients with major health problems. Emphasis is on correlating nursing practice with principles of growth and development, stresses, and biological systems throughout the life cycle. Theory includes preoperative and postoperative nursing care; fluid, electrolyte and acid/base balance; shock; cancer; diabetes; gastrointestinal; and cardiac disease. Clinical practice focuses on preoperative and postoperative nursing skills; intramuscular and subcutaneous medication administration; and assessment, planning, intervention and organization of a multiple patient assignment.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Knowledge) Identify nursing diagnoses of pain	Lecture
(Understanding) Describe methods to evaluate a patient's degree of pain	Discussion

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Developmental Levels
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

This course is designed to develop increased knowledge, skills and attitudes related to the Developmental cycle. Emphasis is placed on the effects of stress on homeostasis at each developmental level throughout the life cycle. Each "patient" situation will be related to the body systems. Clinically all practice will be performed in a stable setting, with patients from each of the identified developmental levels.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Knowledge) List methods you can use to control the spread of infection in the nursery and postpartum units.	Lecture
(Understanding) Describe the effects of TORCH infections on the mother and baby.	Discussion
(Skills) Each student will sign up for a group presentation for the topic of interest.	Role-playing

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Psychiatric Nursing
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

Purpose of the Course:

1. Understand human behavior, needs, feelings, problems.
2. Learn about common emotional illnesses in our society.
3. Learn how to assess and analyze behaviors and intervene appropriately in nursing situations and in ones own personal life.
4. Learn to deal more effectively with self and others.
5. Learn to identify and handle personal stress more effectively.

Behavioral Objective (Outcomes)	Teaching Strategy
(Knowledge) Identify factors in the group therapy that foster personal growth in the participants.	Lecture
(Understanding) Describe the multiaxial systems of evaluation used in the DSM III.	Discussion
(Interests) Attend an A.A. or AL-ANON meeting.	Out-side Activity
(Skills) Demonstrate the behavior of the manic-depressed patient.	Role-playing

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Transition
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

Transition is an introduction to the responsibilities of the second level nursing role. The course is designed for the student who has successfully completed the first year of the program. Emphasis is placed on improving problem solving skills, gaining independence in planning nursing care and mastering technical skills. Clinical experience takes place in the obstetrical and in the gynecological areas. Activities include the use of the Patient Care Analysis format to vitalize the nursing process.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Knowledge) List the criteria for assessment and the nursing care given to the normal newborn in the delivery room.	Lecture
(Understanding) Discuss and tie together the stages of labor, the mechanism of labor, and nursing care.	Discussion

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Regulatory
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

This course is designed to develop increased knowledge, skills, and attitudes required to meet the needs of the patient with common stressors, such as fluid and electrolyte imbalance, renal, endocrine, and neurological system disorders. In addition, disease conditions such as benign prostatic hypertrophy, hepatitis and cirrhosis. Clinical practice focuses on the patient in the acute care setting with problems in the identified systems.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Knowledge) Identify the significance of the various tests in a hepatitis scree.	Lecture
(Understanding) Describe the etiology, pathophysiology, treatment, nursing assessments and interventions for hepatic encephalopathy and hepatic coma.	Discussion

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Advanced Clinical Concepts
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

This course is a study of advanced clinical concepts utilizing the nursing process in highly complex situations. There are two major foci: the first, caring for the critical and/or acutely ill patient in the critical care areas; the second, planning and implementing a multiple patient assignment with complex nursing care problems. Activities include: baseline skills in physical assessment; caring for the patient who has cardiac surgery; the burned patient; caring for the patient with coronary artery disease; and patients with respiratory insufficiency and other related patients.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Knowledge) Identify the disorders that interfere with the steps in respiration.	Lecture
(Understanding) Describe the following steps of respiration: distribution, ventilation, perfusion, diffusion, shunting and production of surfactant.	Discussion

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Pediatric Nursing
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVERVIEW

This course is designed to develop knowledge and skill in the nursing care of hospitalized children. Emphasis is placed on the growth and development, as well as the major health problems of specific age levels. Cognitive, affective and psychomotor factors are integrated in patterns which utilize the patient care analysis technique using the curriculum framework. The course also includes experiences in selected community facilities.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Knowledge) Identify the role of the nurse in health education of parents and toddlers.	Lecture
(Understanding) Describe appropriate nursing interventions to aid toddlers and parents to cope with illness.	Discussion
(Interests) Child Study Center Observational Experience: Identify extinguishing, limit setting approaches used with children.	Outside Activity

Long Beach Community College District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

Synthesis
EXAMPLES OF SELECTED BEHAVIORAL OBJECTIVES

OVIERVIEW

The Synthesis Module provides an opportunity for students to study the usual practice of a registered nurse, in caring for several hospitalized patients during the day, evening and night shifts. Activities include assessing physical and psychological needs of patients, evaluating patients' stress levels and developmental levels, making nursing diagnoses, planning care, determining priorities, implementing nursing care and evaluating that care.

Behavioral Objectives (Outcomes)	Teaching Strategy
(Understanding) Discuss the role of the graduate nurse.	Discussion
(Skills) Demonstrate the role of the team leader	Role-playing
(Interest) Attend the clinical setting for 24 hours each week for 4 weeks	Outside activity

APPENDIX C

TEACHING STRATEGIES

Long Beach Community Colleges District
LONG BEACH CITY COLLEGE
Division of Nursing and Health Technologies

TEACHING STRATEGIES

First-Year Modules

Basic Human Needs -	Lecture Discussion Inquiry Group process
Homeostasis -	Lecture Discussion Inquiry Group process
Major Health Problems	Lecture Discussion
Developmental Levels	Lecture Discussion Role-playing Inquiry

Second-Year Modules

Transition	Lecture Discussion
Psychiatric Nursing	Lecture Discussion Outside activity Role-playing
Regulatory	Lecture Discussion

Teaching Strategies (continued)

Advanced Clinical Concepts	Lecture Discussion
Pediatrics	Lecture Discussion Outside Activity
Synthesis	Role-playing Discussion Outside activity